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ABSTRACT

This book aims to show readers the results that can occur in secondary science classrooms when students' interest and curiosity about science are brought firmly to the center of the curriculum. In particular, the book demonstrates how girls can become more interested in learning science when such topics as pregnancy, childbirth, or sexism in science are included in classroom discussions. By listening to the concerns and interests of the students and using their input to help fashion a responsive science curriculum, the book shows us how to reconnect students to science. Furthermore, if topics of particular interest to female students are stressed, the book makes the case that it is not only possible to inspire girls to love science, but also to eradicate traditional gender divisions that may keep female students from pursuing careers in science. (MM)

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